

Continuing with Literary Nonfiction



Lesson Preparation

Daily Lesson 20	READING	
	TEKS	Ongoing TEKS
	E1.Fig19A,B E1.2C E1.6A E1.7A E1.12D	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Literary analysis of genres improves the reader's ability to determine author's purpose and message. <p>— How does understanding of a genre help to determine the author's purpose and message?</p> <ul style="list-style-type: none"> Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message. <p>— How do authors of nonfiction convey a message?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Perspective Sensory language Irony Sarcasm Paradox 	
Materials	<ul style="list-style-type: none"> Literary nonfiction text (teacher copy) Markers (1 set per group) Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Writer's Notebook (1 per student) Examples of literary nonfiction text (1 per group of 3-4) Visual image of same event/situation intended for different audiences Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English 1 Unit 01 Writing Appetizer (1) 	

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Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Collect 2 visual images of the same event/situation intended for different audiences. If desired, one of the images can be the same one used in Daily Lesson 19. A reflection on the contrasts in formality and tone can be used as the Writing Appetizer for this Instructional Routine. Prepare accordingly. 3. Select examples of literary nonfiction text that show how the author reveals his perspective through his own experiences. 4. Refer to Teacher Resource: English 1 Unit 01 Writing Appetizer. Prepare according.
Background Information	<p>Irony - a literary technique used to create meaning that seems to contradict the literal meaning or events (e.g., verbal, situational, dramatic)</p> <p>Verbal irony - the use of words in which the intended meaning is contrary to the literal meaning (e.g., I could care less)</p> <p>Situational irony - a literary technique for implying, through plot or character, that the actual situation is quite different from that presented</p> <p>Dramatic irony - a dramatic device in which a character says or does something that they do not fully grasp, but is understood by the audience</p> <p>Sarcasm - a bitter form of irony, intended to taunt or hurt</p> <p>Paradox - a seemingly contradictory statement that on closer scrutiny reveals a deeper truth (e.g., <i>life is but a dream</i>)</p>
Teacher Notes	

Instructional Routines

Daily Lesson 20	READING
Duration and Objective	Suggested Duration: 50-60 min. <u>Content Objective</u> : Students analyze an author's perspective in literary nonfiction.
Mini Lesson	<ol style="list-style-type: none"> 1. Writing Appetizer 2. Display the prepared visual images. Ask: Although these images are of the same event or situation, how do they differ? Discuss responses, leading students to understand that because the images are for different audiences, they differ in formality and tone. 3. Ask: What is meant by perspective? Discuss responses, making reference to the visual images. Ask: How would our perspective differ if we were an eye witness to an event as opposed to reading about it in the newspaper? Discuss responses. Ask: How does the historical and cultural setting of a literary piece influence an author's perspective? Discuss 4. Review Vocabulary of Instruction. Display the selected example of literary nonfiction text. Discuss the historical and cultural setting of the piece. 5. Read aloud the text or a portion of the text. As a class, identify examples of figurative language, sensory language, and literary techniques and devices the author uses to present his perspective. If desired, list them on chart paper as they are located. When applicable, relate the figurative language to its historical and cultural setting.
Learning Applications	<ol style="list-style-type: none"> 1. Distribute examples of literary nonfiction text, markers and chart paper to each Collaborative Group. 2. In Collaborative Groups, students read the example of literary nonfiction, draw a conclusion about the author's perspective and create a collage of words and phrases from the text to support their conclusion.
Closure	<ol style="list-style-type: none"> 1. Conduct a Gallery Walk so students can review other groups' work.